

# Ongoing Assessment Policy (Marking)

St. Lawrence CE (VA) Primary  
School  
With  
Little Lawrences and Larks 'n' Owls.

Napton

*A happy church school that nurtures the unique talents of individuals and brings them together so that 'they will soar on wings like eagles' (Isaiah 40:31)*

Revised  
September 2022 – JB and all teaching staff.

## Why do we assess on an ongoing basis (or mark)?

- **For assessment, so as to inform further planning priorities and avoid gaps in learning, and inform summative assessments made by the end of each term.**
- To set targets that inform children how they can improve.
- To praise / encourage each child individually, telling them which aspects were especially pleasing and worthy of merit.
- As a useful reference for all - including parents

## How do we continually assess?

- Ongoing (formative) assessment should happen throughout the school but methods will vary to take into account the age and maturity of the children, context in which work was set, the support that was given and the subject that is being assessed. Homework and any Home Learning will be assessed using Google Classroom. Reading records are being used in the lower half of the school but these will be quarantined over the weekend until further notice.
- Ongoing assessment should regularly reference age related expectations (AREs) or the 7 areas of learning within EY. From Yr1 to 6, the colour progression as outlined on the assessment wheel in maths, writing and reading based tasks.
- **Expectations (AREs) are made clear to children and they are invited to self-assess (formally or informally) against them (or against those that are personalised).**
- Assessment/Marking is in green pen unless using 'Tapestry' or Google Classroom.
- All work in books or on paper should be acknowledged. Verbal feedback needs to be evident in other areas of the curriculum.
- Ongoing assessment should be of the main objective but will reference key age related expectations. Assessment should be used to then extend thinking and learning using age related expectations as a guide.
- In LL/Rec, assessment and feedback is largely verbally given directly to the child. In Reception, assessment is recorded using the online platform 'Tapestry'. Team points in the form of stickers may be awarded at this time. Assessment that will inevitably be moderated.
- Positive feedback might be reinforced with a visit to the head teacher for a Head teacher's Sticker.

**Please refer to Appendix 1 that is the definition guide at St Lawrence C E Primary on the agreed use of symbols.**

## When do we show evidence of ongoing assessment?

- Work will often be assessed with the child in order to discuss it together – this is especially true with our younger children. It is important that work should be assessed as soon as possible and then shared with the child to maximise its impact, whilst it is still fresh in his/her mind. Detailed ongoing assessment is not required for every piece of work but:
  - o For weekly subjects such as RE and Science, ongoing assessment to extend and/or set targets, is carried out every other week – not just once a half term nor for every piece of work!
  - o For daily subjects such as English and Maths, more detailed ongoing assessment is expected to apply 2 to 3 times a week.
  - o At all times teachers are alert to children's achievements and difficulties. Feedback will be positive, informative and constructive.

Please note that not every spelling is corrected unless they are part of the lesson objective, has been focused on in the past week, term or year or the spellings have been given as part of the lesson. However, marking of spelling should be evident and children should be expected to correct spellings as is seen as appropriate by the class teacher. The English and Maths content of any work (both

subject specific and cross curricular) should be commented on as work is assessed: it is an important element of future assessment of the aforementioned core subjects. The needs of the individual child and developmental stage will always be taken into account.

### **Who does the ongoing assessment?**

- Teacher and support staff. Support staff should initial marking.
- Children benefit from both self and peer marking and self-evaluation.
- If anyone else other than the teacher marks work, (e.g. student/supply teacher) they should mark in line with the policy and initial it.

### **Guidance for good ongoing assessment.**

Work that is considered to have been good by the teacher should be immediately be recognised through the use of a specific comment or a double tick. (Long pieces of feedback at the end of a piece of work by the class teacher outlining why it was good should therefore not be necessary.) This applies also to marking using Google Classroom for any home learning that is set.

Areas for correction/clarification should also be highlighted at the appropriate place by underlining or through a specific comment. Again, this should avoid long comments at the end of a piece of work.

Targets that extend learning or thinking should be evident on a regular basis (as already outlined) should be recorded as is appropriate – this could be within work or at the end of it.

- **Differentiation in feedback depends on ability and the individual needs of a child.**
- Avoid rubbing out incorrect answers, but may be necessary sometimes e.g. in maths computation especially vertical sums
- Teachers need to follow up ongoing assessment to check that facts have not been missed, after corrections for example.
- Presentation of work is important. We expect work to be neat and ordered - how this is done is the responsibility of the class teacher and the child. As children get older, they need to be encouraged to use their own initiative as to how they present their work. Titles should be underlined with a ruler as the children are ready to use them.
- It is accepted that not all younger children will be able to read detailed feedback, but it should be used regularly to help both the teacher and the wider audience – including parents so that they are able to assess the progress that is being made.
- Older children will need feedback that extends thinking and learning, support learning to affirm progress and know the next steps to build upon this. Time may be needed for children to respond to comments in order to do this. (It is suggested that as books are being handed out, children should have the opportunity to look at comments and respond accordingly.)

Revised and amended September 2022 – JB and all teaching staff.

## **Ongoing Assessment (Marking) Policy - Appendix 1**

**KS2/ KS1/EY unless indicated**

**EYFS/KS1 only**



**Lawrence for writing.**

√ **Good Point**  
√√ **Great point/learned aspect**

√ **Good Point**  
√√ **Great point/learned aspect**  
😊 **good**

\* **good – team point**  
\*\* **outstanding – 2 team points**

**or sticker**

😊 **Self-evaluation by children especially Upper KS2.**

**I Rec, Yr1 or SEN when working towards independence**

**S Specific support given – by...**

**P Worked with partner**

**V Verbal Feedback**

**T or Next Steps**

**Capital letters - identify in the work**

**O Full stops/grammar and punctuation in correct places – circle where it should be!**

**// To use paragraphs**

**SP or corrected spelling or wiggly line.**

**E Extension Question. Where a teacher asks an extension question, children should be expected to respond to this.**

Underlining a word by a child is a good way of drawing attention to good work as part of self-evaluation. It is expected that children will show evidence of self assessment. This might be through the use of faces with expressions or the use of thumbs up, down or in the middle. Their own comments may also be used.

Teachers/children will record when work takes place outside of the books.

Work will be marked in green colours wherever possible by class teachers and support staff.

**Colour assessment is used to focus on specific strands. In KS1, pictorial feedback is given for writing (Lawrence as in the key) on a regular basis in line with the outlined policy.**